DOCUMENT RESUME

ED 433 866 JC 990 575

AUTHOR	Benson, Philip; Petrowsky, Michael C.
TITLE	The Hiring Qualifications of Full Time Community College Faculty that Teach the Economics Principles Courses: Two Surveys.
INSTITUTION	Maricopa County Community Coll. District, Phoenix, AZ.
PUB DATE	1999-08-00
NOTE	37p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Colleges; *Economics Education; Employment Qualifications; *Full Time Faculty; *Personnel Selection; Policy Formation; School Surveys; *Teacher Qualifications; Two Year Colleges
IDENTIFIERS	*Maricopa County Community College District AZ

ABSTRACT

This document summarizes the results of two surveys from the Maricopa County Community College District in Arizona (MCCCD) that focused on the qualifications that community colleges use when hiring economics faculty. The first survey was conducted by mail and includes data from 32 colleges in 15 states. The second survey focused on employment ads from the Chronicle of Higher Education over a 9-month period and includes data from 24 colleges in 14 states. Major findings of hiring requirements from the surveyed institutions include: (1) between 45 and 55 percent require a master's degree in economics as a minimum qualification; (2) over 60 percent have minimum standards that exceed the proposed MCCCD standard of 18 graduate credit hours in economics; (3) over 80 percent require less than three years college teaching experience; and (4) additional hiring preferences include computer literacy, ability to teach in cognate disciplines, related non-teaching experience, and experience with diverse and non-traditional students. Based on the results of the surveys, the authors recommend that MCCCD raise the proposed minimum standards for hiring new full time economics faculty. The minimum requirement should be a master's degree in economics or any master's degree plus 30 graduate credit hours in economics. At least one year of college teaching experience should be required. Appendices include a copy of the mail survey; mail survey results and participants; a copy of Chronicle job listings; and an analysis of job listings. (RDG)

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ED 433 866

THE HIRING QUALIFICATIONS OF FULL TIME COMMUNITY COLLEGE FACULTY THAT TEACH THE ECONOMICS PRINCIPLES COURSES: TWO SURVEYS

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Prepared by

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August, 1999

JC 990575

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COLLEGE

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August 17, 1999

TO: Michael Nagano, Mary Mcglasson, Ray Bromley
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FROM: Philip Benson, Mesa Community College PB
Michael C. Petrowsky, Glendale Community College MCP

SUBJECT: *The Hiring Qualifications of Full Time Community College Faculty that Teach the Economics Principles Courses: Two Surveys*

We have recently completed two surveys on the academic and teaching qualifications that community colleges use when hiring economics faculty. The surveys, along with a narrative that includes findings and recommendations, are enclosed for your review. It is our hope that this information will improve the subsequent discussions that focus on employment standards in our profession.

If you have any questions about the report, please do not hesitate to contact us.

EXECUTIVE SUMMARY

This document summarizes the results of two surveys that focused on the academic and teaching qualifications that community colleges use when hiring economics faculty. The first survey was conducted by mail; it reports on data provided by 32 community colleges that span 15 states. The second survey focused on the employment ads that appeared in the Chronicle of Higher Education over a nine month period and provides data from 24 colleges from 14 states. Major findings of the two surveys include the following:

- Between 45 and 55 percent of the surveyed community colleges require a Master's degree in economics as a minimum hiring qualification.
- Over 60 percent of the surveyed colleges have minimum hiring standards for economics faculty that exceed the proposed MCCCD standard of 18 graduate credit hours in economics.
- Over 80 percent of the surveyed respondents required less than three years college teaching experience as a minimum hiring standard.
- Additional community college hiring preferences include computer literacy, the ability to teach in cognate disciplines, related non teaching work experience, and teaching experiences with diverse and nontraditional students.

Based on the two surveys, it is recommended that the proposed minimum MCCCD standards be changed and subsequently raised for the hiring of new full time economics faculty. The minimum requirement should be either a Master's degree in economics or any master's degree plus 30 graduate credit hours in economics. It is also recommended that at least one year of previous college teaching experience be required as a condition for employment. Lesser requirements can be established for part time faculty.

The Hiring Qualifications of Full Time Community College Faculty that Teach the Economics Principles Courses: Two Surveys

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I. Introduction

This brief essay summarizes the results of two surveys that examined the hiring qualifications of economics faculty that teach at community colleges. Given the limitations of time and money, the surveys do not pretend to be either comprehensive or statistically random. Yet the large number of respondents, coupled with the fact that the surveys were independently done and came from two different sources, suggests that the information we developed provides a reasonably accurate picture of the hiring qualifications that community colleges use to fill economics instructor positions.

We felt that these surveys were needed as a result of the changes in hiring qualifications that were proposed last spring in the Maricopa County Community College District (MCCCD). The electronic mail discourse that preceded the voting by economics faculty suggested strong preferences for raising the hiring qualifications, yet there also appeared to be a minority that had misgivings about this trend. What was missing from this discussion, however, was empirical information that could support either position. Given this vacuum, we felt that the development of a database was necessary in order to improve decision making. We hope that our efforts have succeeded.

The subsequent sections summarize the findings of our two surveys. In the first section, we discuss the results of a mail survey that was sent to over 60 community colleges around the country. This is then followed by a discussion of the second survey

which analyzed the position vacancy announcements for community colleges in economics that appeared in the Chronicle of Higher Education during a nine month period. Finally, and in a concluding section, we make some recommendations that we hope will improve the hiring qualifications of economics faculty throughout the Maricopa County Community College District.

II. Mail Survey of Community Colleges

The sample selection of community colleges originated from *Peterson's 1999 2 Year Colleges*, 29th edition, with a subsequent sub market being drawn from those colleges that offered economics as a major. This latter device was used to save time and to screen out technical colleges that might not offer any economics courses. From this list (on page 78 in Peterson's) of 115 community colleges, 60 community colleges were sent a letter and a questionnaire that are in Appendix A.

We received a total of 32 responses, for a response rate of just over 50 percent. Of this total, five colleges asked not to be identified for reasons that are unknown. The remaining 27 community colleges are shown in Appendix B. As the listing indicates, our survey coverage spans at least 15 states that are spread throughout the country and range from highly metropolitan (New York) to quite rural (Wyoming).

The survey results are reported in Appendix C. Table 1 shows the minimum academic requirements that these community colleges used in filling an economics

instructor position. While the requirements are quite varied (there were 13 different combinations of degrees and credits that were reported), several things do stand out in the data. First, there are the large numbers of colleges that report the master's degree in economics as a minimum hiring requirement. Out of 39 responses, 18 – or over 45 percent – make up this category. Even more surprising, perhaps, is that almost eight percent of the respondents reported the doctoral degree in economics as a precursor to employment. This latter group was found in highly metropolitan areas such as New York City, where the labor market is presumably very specialized and highly educated.

Second, it should be noted that many colleges appear to be quite flexible in their choice of minimum requirements. Almost 23 percent of the colleges (7 responses) had multiple requirements that were usually stated in an "either/or" format. Because of this, the 32 colleges actually had 39 responses. For these colleges, it was not clear which, if any, of the multiple responses were preferred.

Of course, it is of interest to know how the proposed MCCCD hiring standards compare to the data in Table 1. To facilitate this, Table 2 takes relevant data out of Table 1 for the purpose of comparing it to the suggested MCCCD hiring qualifications. These revised MCCCD standards would require that candidates for an economics instructor position have at least 18 graduate semester hours in economics. As Table 2 illustrates, however, 64 percent of the survey respondents stated minimum requirements that were markedly **higher** than the proposed MCCCD standards. In effect, the revised MCCCD

standards, if adopted, would still place the District in the bottom 40 percent of hiring standards when compared to nationwide hiring standards for economics faculty. This finding has interesting personnel policy implications **if** the MCCCD considers itself to be a national and quality leader in community college instruction.

In addition to academic hiring requirements, our survey also attempted to find out what minimum teaching experience, if any, was required of candidates filling an economics instructor position. Table 3 summarizes our results. Quite surprisingly, over 55 percent of the survey respondents required either no college teaching experience or less than one year. Another 23 percent preferred at least one year, but less than three years. In effect, this means that almost 80 percent of our respondents required less than three years college teaching experience as a minimum hiring standard. From this data, we can only conclude that extensive past, in depth, teaching experience is not a major concern for these community colleges when filling economics teaching positions.

At this point it should be said that this teaching experience, as well as the academic qualifications previously discussed, focused on the *minimum* requirements that these colleges were looking for when filling faculty positions in economics. But labor market conditions permitting, what would these colleges like to obtain over and above their minimum requirements? In other words, what were their stated (and often unstated) *preferred* hiring qualifications? Given an ideal world (from the buyer's standpoint), what would these preferences look like?

Our survey instrument attempted to solicit answers for these questions, but unfortunately we gathered too few responses to generate any reliable tabular or statistical results. We suspect that legal concerns and related issues may have been a problem here, but this is open to speculation. In any event, the few comments that we did receive are shown in Tables four through six, with the last Table (7) indicating overall participant comments. While sketchy at best, we can paint a tentative picture of what these *supra* minimum requirements might look like.

First, the academic requirements (e.g. more economics) are probably somewhat higher than the minima stated in Tables 1 and 2, but the extent and degree of this is largely unknown. Second, other academic requirements are probably given some emphasis. These additional preferences might include computer literacy and the ability to teach in other cognate disciplines such as business and related social sciences. Third, there also appears to be some emphasis on practical but related work experience that is outside the academic setting. Finally, and as regards teaching experience, the emphasis seems to be clearly on past college teaching experience that focuses on nontraditional and diverse students.

So much for the mail survey results. As we previously indicated, we make no pretense that the mail survey was either comprehensive or that it was a true random sample in the statistical sense of the phrase. But given the limitations of time and money, this constraint is hardly surprising. On another level, however, there is a major problem with the mail survey that we did address. This is the fact that a major shortcoming of the

mail survey is that respondents' answers to the questions may actually differ from observed behavior that occurs during the hiring process. In other words, what people say and what they actually do may significantly differ. To get around this problem, a second survey was taken of the ads that appeared in the *Chronicle of Higher Education*. This second survey is discussed in the next section.

III. Survey of Position Vacancy Ads in the Chronicle of Higher Education

During the period from September 4, 1998 through June 4, 1999 the Chronicle of Higher Education (CHE) was reviewed in order to analyze the advertisements for full time, non temporary community college economics instructor positions. The raw data is contained in Appendix D, where it can be seen that 24 colleges, representing 14 states, had advertised in the CHE during this time period. Included in this appendix is also the background material that provides the name of the college, the date (and page number) that the ad appeared, as well as the advertised qualifications. In many cases a phone call was also made to the community colleges' human resources department in order to confirm or clarify the information that was contained in the ad.

The analyzed survey results are reported in Appendix E. Table 1 shows the tabulated results of what we found in the CHE ads. Of the 24 colleges that advertised, five contained multiple (i.e., alternative) requirements, for a total of 29 responses. This figure is remarkably similar to the multiple response rate that we found in our mail

survey. It would thus appear that 20 to 25 percent of the community colleges list their academic requirements in a format that contains multiple alternatives.

Table 1 also shows that 55 percent of the colleges listed the master's degree in economics as a minimum hiring requirement. This figure is largely congruent with the results (46 percent) contained in our mail survey. So, too, is the Doctoral degree preference, for almost seven percent of the ads stipulated this as a condition for employment. In several ways, then, the CHE ads roughly parallel the results contained in our mail survey, although some important differences do remain.

For one, the number of categories (i.e., the various combinations of degrees and credit hours) is far larger in the mail survey. Whereas the mail survey respondents made up 13 categories, the number of categories in the CHE survey was six. While the reason for this is largely unknown, we can only speculate that the cost of advertising may limit preferences. Second, the category, "Any MA degree plus 18 graduate credit hours in economics," made up 24 percent of the responses in the CHE ads; but there was only one such response in the mail survey. Again, we are at a loss as to why this might occur, although our scan of the data reveals that these responses have come largely from the state of Texas, which makes up a large number (6) of the CHE ads. In the mail survey, however, there was only one response from Texas.

Table 2 examines the CHE ad requirements against the proposed MCCCD hiring qualifications which would require that candidates for an economics instructor position

have at least 18 graduate semester hours in economics. As Table 2 reveals, over 65 percent of the CHE ads stated minimum requirements that were *higher* than the proposed MCCCD standard. Just as in the mail survey, this standard raises interesting policy issues, for the proposed MCCCD standard is in the lower 40th percentile of hiring qualifications, a finding which is perhaps at odds with the MCCCD claim to be a national and quality leader in community college instruction. (Indeed, and seen from this perspective, one can argue that if MCCCD is truly a national leader, then its standards should be at least above the surveyed mean qualifications, and certainly not below it.)

By and large, the two surveys are saying essentially the same thing when it comes to relating the proposed MCCCD standards against the reported data. If the proposed standards are adopted, it should be with the understanding that MCCCD will have academic hiring standards for economics faculty that are in the lower 40th percentile when viewed against national surveyed standards.

IV. Findings

In summary, we can say that the major findings of this study include the following:

- Between 45 and 55 percent of the surveyed colleges require a Master's degree in economics as a minimum hiring qualification.
- Over 60 percent of the colleges have minimum hiring standards for economics faculty that exceed the proposed MCCCD standard of 18 graduate credit hours in economics.
- Over 80 percent of the surveyed respondents required less than three years college teaching experience as a minimum hiring standard.
- Additional community college hiring preferences include computer literacy, the ability to teach in cognate disciplines, related non teaching work experience, and teaching experiences with nontraditional and diverse students.

IV. Recommendations

Based on our two surveys, we recommend that the following actions be taken:

- That the proposed minimum MCCCD hiring standards be changed and subsequently raised for the hiring of new full time economics faculty. We recommend that the minimum requirement be either a Master's degree in economics or any master's degree plus 30 graduate credit hours in economics. Lesser requirements can be established for part time faculty.

- That at least one year of previous *college* teaching experience be required as a condition for employment.

- That other, preferred qualifications include computer literacy, the ability to teach in cognate disciplines, related but non teaching work experience, and some teaching experience with nontraditional and diverse students.

APPENDIX A:

MAIL SURVEY QUESTIONNAIRE

A-1

April 21, 1999

GLENDALE COMMUNITY COLLEGE

6000 West Olive Avenue
Glendale, AZ 85302-9983
Phone 602-435-3000
Fax 602-435-3029

Dear Economics Colleague:

I am conducting a survey of the academic hiring requirements that are used by community colleges to fill economics instructor positions that are full time, tenure track, or otherwise permanent. The information I gather will help to provide some benchmarks that should improve the quality of economics instruction at the two year college level.

A copy of the two page (front and back) survey is enclosed. You can help to improve the quality of our teaching by taking a few minutes to complete this very brief questionnaire and then mailing it back to me in the stamped, self addressed envelope that is enclosed. While individual responses to the survey will be kept confidential, a copy of the aggregated survey results will be sent to those who respond and who write in a name and address.

Sincerely,

Michael C. Petrowsky
Professor of Economics

GLENDALE COMMUNITY COLLEGE

6000 West Olive Avenue
Glendale, AZ 85302-9983
Phone 602-435-3000
Fax 602-435-3029

NAME_____

COMMUNITY COLLEGE_____

SURVEY OF ACADEMIC HIRING REQUIREMENTS FOR A COMMUNITY COLLEGE ECONOMICS INSTRUCTOR POSITION

INDICATE BELOW THE MINIMUM REQUIREMENTS YOUR COMMUNITY COLLEGE SEEKS IN FILLING AN ECONOMICS INSTRUCTOR POSITION.

I. ACADEMIC REQUIREMENTS (SELECT ONE THAT APPLIES.)

_____Bachelor's degree in economics
_____BA degree in economics plus 18 graduate credit hours in economics
_____BA degree in economics plus 24 graduate credit hours in economics
_____BA degree in economics plus 30 graduate credit hours in economics
_____Any Master's degree plus 30 credit hours in economics
_____Any Master's degree plus 30 graduate credit hours in economics
_____MBA degree
_____MBA degree plus 18 credit hours in economics
_____MBA degree plus 24 credit hours in economics
_____MBA degree plus 30 credit hours in economics

_____Master's degree in economics
_____Master's degree in economics plus 18 credit hours in economics
_____Master's degree in economics plus 24 credit hours in economics
_____Master's degree in economics plus 30 credit hours in economics
_____Master's degree in economics plus 60 credit hours in economics
_____Doctoral degree (any field).
_____Doctoral degree in economics

II. LIST BELOW ANY ACADEMIC REQUIREMENTS YOU HAVE THAT IS NOT CONTAINED IN THE ABOVE LIST.

_____
_____
_____

III. IF YOUR PREFERRED REQUIREMENTS DIFFER FROM YOUR MINIMUM REQUIREMENTS, PLEASE INDICATE BELOW.

_____
_____
_____

IV. MINIMUM TEACHING EXPERIENCE REQUIRED (SELECT ONE THAT APPLIES)

_____ less than one year college teaching experience
_____ At least one year but less than three years
_____ At least three years but less than five years
_____ Five years or more
_____ Other_____

V. IF YOUR PREFERRED REQUIREMENTS DIFFER FROM YOUR MINIMUM REQUIREMENTS, PLEASE INDICATE BELOW.

_____

_____

_____

VI. COMMENTS

****

The 1999 edition of *Peterson's* shows your college as having an economics major. The questions below ask about the requirements for the degree.

1. Type of Degree ? (A.A., A.A.S, etc.)_____

2. Course Requirements. List ONLY those courses that are specifically required for the economics major.

_____macroeconomics
_____microeconomics
_____others (list below)

APPENDIX B:

MAIL SURVEY COMMUNITY COLLEGE PARTICIPANTS

COMMUNITY COLLEGE PARTICIPANTS IN THE MAIL SURVEY

COMMUNITY COLLEGE	STATE
Allen County Community College	Kansas
Bakersfield College	California
Barton County Community College	Kansas
Bay de Noc Community College	Michigan
Borough of Manhattan Community College	New York
Carroll Community College	Maryland
Casper College	Wyoming
Chemeketa Community College	Oregon
College of DuPage	Illinois
Essex Community College	Maryland
Glendale Community College	California
Jackson State Community College	Tennessee
Macomb Community College	Michigan
Miami Dade Community College	Florida
Middlesex County College	New Jersey
Midland College	Texas
Nassau Community College	New York
Orange Coast College	California
Palm Beach Community College	Florida
Queensborough Community College	New York
Santa Rosa Junior College	California
Skagit Valley College	Washington
Skyline College	California
South Georgia College	Georgia
Treasure Valley Community College	Oregon
Triton College	Illinois
Tulsa Community College	Oklahoma
(Five colleges chose not to be identified.)	

TOTAL COLLEGE PARTICIPANTS = 32
TOTAL STATES = 15

APPENDIX C:

MAIL SURVEY RESULTS

TABLE 1

MINIMUM ACADEMIC REQUIREMENTS THAT COMMUNITY COLLEGES SEEK IN FILLING AN ECONOMICS INSTRUCTOR POSITION

ACADEMIC REQUIREMENTS	NUMBER	% OF TOTAL
Bachelor's degree in economics	0	0
BA degree in economics plus 18 graduate economics credit hours	0	0
BA degree in economics plus 24 graduate economics credit hours	0	0
BA degree in economics plus 30 graduate economics credit hours	0	0
BA degree in economics plus MBA or MA in finance or poli sci	3	7.69
Any Master's degree plus 18 credit hours in economics	1	2.56
Any Master's degree plus 30 credit hours in economics	2	5.12
Any Master's degree plus 18 graduate credit hours in economics	1	2.56
Any Master's degree plus 30 graduate credit hours in economics	2	5.12
MBA degree	3	7.69
MBA degree plus 18 credit hours in economics	2	5.12
MBA degree plus 24 credit hours in economics	1	2.56
MBA degree plus 30 credit hours in economics	1	2.56
Master's degree in economics	18	46.15
Master's degree in economics plus 18 credit hours in economics	1	2.59
Master's degree in economics plus 24 credit hours in economics	0	0
Master's degree in economics/finance plus 30 credit hours in econ	1	2.59
Master's degree in economics plus 60 credit hours in economics	0	0
Doctoral degree (any field).	0	0
Doctoral degree in economics	3	7.69
TOTAL RESPONSES	39	100.0

NOTE: 25 colleges listed 1 requirement; 7 colleges had multiple (alternative) requirements.

TABLE 2

MINIMUM ACADEMIC REQUIREMENTS THAT COMMUNITY COLLEGES SEEK THAT EXCEED THE PROPOSED MCCCD STANDARD OF 18 GRADUATE CREDIT HOURS IN ECONOMICS

ACADEMIC REQUIREMENTS	NUMBER	% OF TOTAL
Any Master's degree plus 30 graduate credit hours in economics	2	5.12
Master's degree in economics	18	46.15
Master's degree in economics plus 18 credit hours in economics	1	2.56
Master's degree in economics/finance plus 30 credit hours in economics	1	2.56
Doctoral degree in economics	3	7.69
TOTAL RESPONSES	25	64.08

TABLE 3

MINIMUM TEACHING EXPERIENCE THAT COMMUNITY COLLEGES SEEK IN FILLING AN ECONOMICS INSTRUCTOR POSITION

TEACHING EXPERIENCE	NUMBER RESPONDING	% OF TOTAL
None	3	10.34
Less than one year college teaching experience.	14	46.66
At least one year but less than 3 years.	7	23.33
At least 3 years but less than 5 years.	2	6.66
Five years or more.	1	3.33
Other*	3	10.34
TOTAL	30	100.0

* The "other" responses listed "competitive," "experience desirable," and "ability to communicate."

NOTE: Two colleges did not respond to this question.

TABLE 4

SUMMARY OF RESPONSES TO THE QUESTION, "LIST BELOW ANY ACADEMIC REQUIREMENTS YOU HAVE THAT IS NOT CONTAINED IN THE ABOVE LIST."

- Experience teaching nontraditional students.
- Master's degree in international politics and economics.
- Qualified to teach in another social science discipline.

TABLE 5

SUMMARY OF RESPONSES TO THE QUESTION, "IF YOUR PREFERRED (ACADEMIC) REQUIREMENTS DIFFER FROM YOUR MINIMUM REQUIREMENTS, PLEASE INDICATE BELOW."

- Prefer Master's in economics with other business education/experience.
- Ability to teach another field.
- M.A./Ph.D in economics.
- Ability to teach diverse student body.
- Computer literate.
- Practical work experience.
- Doctoral degree in economics/finance.
- Doctorate on economics.

TABLE 6

SUMMARY OF RESPONSES TO THE QUESTION, "IF YOUR PREFERRED (TEACHING) REQUIREMENTS DIFFER FROM YOUR MINIMUM REQUIREMENTS, PLEASE INDICATE BELOW."

- Prefer community college teaching experience.
- At least five years teaching experience.
- Prefer some teaching experience.
- Two to three years college teaching experience preferred.
- Some community college teaching experience.
- At least three years teaching experience preferred.

TABLE 7

PARTICIPANT COMMENTS

- For full time positions, a Master's in the field is required.
- We are interested in faculty that can branch out to kindred fields.
- We have just hired a new tenure track econ instructor. 65 people applied for the position. Two thirds had Ph.Ds.
- We are reluctant to hire candidates who meet minimum qualifications (e.g. MBA) but whose background has placed economics secondary to their major field of study.

APPENDIX D:

CHRONICLE OF HIGHER EDUCATION (CHE) VACANCY ANNOUNCEMENTS FOR COMMUNITY COLLEGE ECONOMICS FACULTY POSITIONS

COMMUNITY COLLEGES THAT ADVERTISED IN THE CHRONICLE OF HIGHER EDUCATION FOR FULL TIME ECONOMICS FACULTY

September 4, 1998 through June 18, 1999

COMMUNITY COLLEGE	STATE
Austin Community College	Texas
Cascadia Community College	Washington
Cerritos Community College District	California
Collin County Community College District	Texas
Community Colleges of Spokane	Washington
Community College of Southern Nevada	Nevada
Cuesta College	California
Del Mar College	Texas
East Central College	Missouri
Harford Community College	Maryland
Hutchinson Community College	Kansas
Lakeland College	Ohio
Muskegon Community College	Michigan
Northwest Vista College	Texas
Owensboro Community College	Kentucky
Palo Alto College	Texas
Parkland College	Illinois
Pierce College	Washington
Queensborough Community College	New York
Ridgewater College	Minnesota
St. Louis Community College	Missouri
Solano Community College	California
South Texas Community College	Texas
Union County College	New Jersey

TOTAL COLLEGES = 24
TOTAL STATES = 14

Academic Qualifications for Economics Faculty Positions at 2-Year Colleges
As Advertised in *The Chronicle of Higher Education*

September 4, 1998 to June 18, 1999

Economics Positions: Full-time, Tenure Track

Date and page: October 12, 1998, B40
Position Advertised: Economics
Institution: Kentucky Community and Technical College System - Owensboro Community College

Advertised Qualifications (*CHE*): "Requirements: **Master's degree with 18 hours in Economics**."
Telephone HR: "Master's Degree in Economics with a minimum of 18 graduate hours in Economics"

Date and page: November 6.1998, B57
Position Advertised: Economics
Institution: Cascadia Community College

Advertised Qualifications (*CHE*): none
Telephone HR: *New school opening fall 2000, specific academic requirements not determined.*

Date and page: November 20, 1998, B53 (December 4, 1998, B51)
Position Advertised: Economics
Institution: Lakeland College

Advertised Qualifications (*CHE*): none
Telephone HR: "master's in economics"

Date and page: December 11, 1998, B46
Position Advertised: Economics
Institution: Union County College

Advertised Qualifications (*CHE*): "P.H.D. in Economics" *(Ph.D. ??)*

Date and page: December 18, 1998, B34
Position Advertised: Economics Instructor
Institution: Community Colleges of Spokane

Advertised Qualifications (*CHE*): "MA in Economics"

Date and page: December 18, 1998, B53
Position Advertised: Economics
Institution: Cerritos Community College District

Advertised Qualifications (*CHE*): none
Telephone HR: Master's or Ph.D. in Economics or Political Economy

---

Date and page: December 18, 1998, B70
Position Advertised: Economics
Institution: Collin County Community College District

Advertised Qualifications (*CHE*): "Positions require a **master's degree and/or 18 graduate hours in the teaching discipline** from a regionally accredited institution ..."

Date and page: January 8,1999, B39
Position Advertised: Economics
Institution: Cuesta College

Advertised Qualifications (*CHE*): none
Telephone HR: "Master's in Economics or equivalent"

Date and page: January 8, 1999, B53
Position Advertised: Economics
Institution: Parkland College

Advertised Qualifications (*CHE*): "Minimum of **master's degree in economics** ..."

Date and page: January 22, 1999, B19
Position Advertised: Economics
Institution: Pierce College

Advertised Qualifications (*CHE*): "... all faculty positions require a **Master's degree** and post-secondary teaching experience **in the discipline is preferred**."
Telephone HR: "Master's Degree in Economics" *(clarification)*

Date and page: January 22, 1999, B28
Position Advertised: Economics
Institution: Community College of Southern Nevada

Advertised Qualifications (*CHE*): none
Telephone HR: Masters degree in Economics, Ph.D. Economics or ABD preferred

---

Date and page: January 22, 1999, B37
Position Advertised: Economics Instructor
Institution: Harford Community College

Advertised Qualifications (*CHE*): "Requires a **master's degree in economics or related field**."

Date and page: February 5, 1999, B17
Position Advertised: Economics
Institution: St. Louis Community College

Advertised Qualifications (*CHE*): "Master's in economics"

Date and page: February 12, 1999, B26
Position Advertised: Economics
Institution: South Texas Community College

Advertised Qualifications (*CHE*): "All positions require a **Master's degree with 18 graduate hours in a teaching field** ..."
Telephone HR: "Master's degree in economics or master's degree with 18 graduate hours in economics"

Date and page: February 19, 1999, B39
Position Advertised: Economics
Institution: Austin Community College

Advertised Qualifications (*CHE*): none
Telephone HR: "Master's degree with 18 graduate hours in Economics"

Date and page: March 5, 1999, B36
Position Advertised: Economics
Institution: Solano Community College

Advertised Qualifications (*CHE*): none
Telephone HR: "Master's in Economics; or a Bachalor's degree in Economics and Master's in Business, Business Administration, Business Management, Business Education, Finance, or Political Science; or the equivalent."

Date and page: March 5, 1999, B42
Position Advertised: Economics
Institution: Palo Alto College

Advertised Qualifications (*CHE*): "Master's degree with at least 18 graduate semester hours in Economics."

Date and page: March 5, 1999, B19
Position Advertised: Economics
Institution: Northwest Vista College

Advertised Qualifications (*CHE*): "A Master's degree and 18 graduate hours in ... discipline"

Date and page: March 19,1999, B27
Position Advertised: Economics
Institution: Ridgewater College

Advertised Qualifications (*CHE*): none
Telephone HR: "Master's degree in Economics or a masters degree with 23 graduate quarter hours that would apply toward a masters degree in Economics."

Date and page: March 19,1999, B73
Position Advertised: Economics
Institution: Del Mar College

Advertised Qualifications (*CHE*): none
Telephone HR: "Masters degree with an emphasis in economics or a masters degree in business with at least 18 graduate hours in economics"

Date and page: April 16, 1999, B27
Position Advertised: Economics
Institution: East Central College

Advertised Qualifications (*CHE*): "Masters degree in subject area required"

Date and page: April 16, 1999, B32
Position Advertised: Economics
Institution: Muskegon Community College

Advertised Qualifications (*CHE*): "Master's Degree in Economics"

Date and page: April 26, 1999
Position Advertised: Economics
Institution: Hutchinson Community College - Area Vocational School

Advertised Qualifications (*CHE*): "Master's Degree required"
Telephone HR: "Master's Degree in Economics is prefered" Minimum academic requirement: **"masters degree in a related business field, a minimum of 18 graduate hours in economics is required within the masters degree... should include macroeconomic and microeconomic topics within the degree"**

Date and page: June 4, 1999, B18
Position Advertised: Economics
Institution: Queensborough Community College

Advertised Qualifications (*CHE*): Ph.D. required for rank of Assistant Professor. ... **ABD's considered** with appropriate experience.
Telephone HR:

APPENDIX E:

ANALYSIS OF CHRONICLE OF HIGHER EDUCATION (CHE) VACANCY ANNOUNCEMENTS FOR COMMUNITY COLLEGE ECONOMICS FACULTY POSITIONS

TABLE 1

MINIMUM ACADEMIC REQUIREMENTS THAT COMMUNITY COLLEGES SEEK IN A FULL TIME (NON TEMPORARY) ECONOMICS INSTRUCTOR POSITION AS ADVERTISED IN THE CHRONICLE OF HIGHER EDUCATION

September 4, 1998 through June 18, 1999*

ACADEMIC REQUIREMENTS	NUMBER	% OF TOTAL
Not answered (Cascadia CC)	1	3.44
BA degree in economics plus MBA or MA in finance/poli sci	1	3.44
Any MA degree plus 18 graduate credit hours in economics	7	24.13
Any MA degree plus 23 graduate credit hours in economics	1	3.44
MBA degree plus 18 graduate credit hours in economics	1	3.44
Master's degree in economics	16	55.17
Doctoral degree in economics	2	6.89
TOTAL RESPONSES	29	100

NOTE: 23 colleges listed 1 requirement; 5 colleges had multiple (alternative) requirements.

* During the survey period, there were a total of 56 ads that listed some type of economics position. Eleven of these ads were duplicates; three were ads for part time employment; two were ads for temporary employment; and the remaining 16 ads were for joint appointments that included a non economics discipline. The 24 ads included in the survey thus focused on full time, non temporary economics positions.

TABLE 2

MINIMUM ACADEMIC REQUIREMENTS THAT COMMUNITY COLLEGES SEEK, AS ADVERTISED IN THE CHRONICLE OF HIGHER EDUCATION, THAT EXCEED THE PROPOSED MCCCD STANDARD OF 18 GRADUATE CREDIT HOURS IN ECONOMICS

ACADEMIC REQUIREMENTS	NUMBER	% OF TOTAL
Any Master's degree plus 23 graduate credit hours in economics	1	3.44
Master's degree in economics	16	55.17
Doctoral degree in economics	2	6.89
TOTAL RESPONSES	19	65.51